



	EYFS Nursery and Reception	Key Stage 1 Year 1 and Year 2	Lower Key Stage 2 Year 3 & Year 4	Upper Key Stage 2 Year 5 & Year 6
Chronological Awareness				
Chronological Awareness	Remember and talk about significant events in their own experiences. Beginning to sequence events when describing them (e.g. daily routines, events in a story) Recognising that some stories are set a long time ago. Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...") Recounting activities that happened in their past using photos as a prompt.	Sequencing up to four artefacts on a timeline. Sequencing up to six photographs, focusing on the intervals between events. Sequencing up to six events on a timeline. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework. Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline.	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Putting dates in the correct century. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past.
Disciplinary concepts				
Change and Continuity	Being aware of changes that happen throughout the year (e.g. seasons, nature).	Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same.	Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred.	Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity.



		Understanding that some things change while other items remain the same and some are new. Recognising some things which have changed/stayed the same as the past. Identifying simple reasons for changes.	Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies	Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity.
Cause and consequence	Experiencing cause and effect in play - achieve through continuous provision.	Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.
Similarities and differences	Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.	Beginning to look for similarities and differences over time in their own lives. Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives	Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.
Historical significance	Recalling special people in their own lives. To know the names of people that are significant to their own lives.	Recalling special events in their own lives. Discussing who was important in a historical event.	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments
Sources of evidence	Using photographs and stories to compare the past with the present day.	Using artefacts, photographs and visits to museums to ask and answer questions about the past.	Using a range of sources to find out about a period Using evidence to build up a picture of a past event.	Sources of evidence Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past.



	Using stories and non-fiction books to find out about life in the past.	Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source	Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author.	Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
Historical interpretations	Recognising that different members of the class may notice different things in photographs from the past.	Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from artefacts, photographs and written sources.	Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources.	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians.
Communicating Finding		Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.



			Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.	Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.
Historical Enquiry				
Posing Historical Questions	Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	Asking questions about sources of evidence (e.g. artefacts). Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions	Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence.	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.
Gathering, organising and evaluating evidence	Making simple observations about the past from photographs and images.	Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source.	Gathering, organising and evaluating evidence Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources Identifying the bias of a source. Comparing and contrasting different historical sources	Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.



Interpreting findings, analysing and making connections		Interpreting evidence by making simple deductions Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"	
Evaluating and drawing conclusion		Making simple conclusions about a question using evidence to support.	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today.	Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across time. Beginning to interpret simple statistical sources. Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.
Substantive Concepts				
Knowledge	Power (monarchy, government and empire)	Achievements and follies of mankind	Achievements and follies of mankind	Achievements and follies of mankind



	To know that in fairy tales kings/queens are usually important, powerful people who rule over others. To recognise some interests and achievements from their own lives and the lives of their families and friends	To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals. To know and begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions. To be aware of the achievements of significant individuals. Power (monarchy, government and empire) To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs.	To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science. Power (monarchy, government and empire) To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse. Invasion, settlement and migration To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems.	To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives. To be able to identify the achievements of civilisations and explain why these achievements were so important. To be able to compare the achievements of different civilisations and groups. Power (monarchy, government and empire) To understand how the monarchy exercised absolute power To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires. Invasion, settlement and migration To understand there are increasingly complex reasons for migrants coming to Britain.
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			To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time. Beliefs To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups. Civilisation (social and cultural) To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups. Trade To know that communities traded with each other and over the English Channel in the Prehistoric Period.	To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time. Beliefs To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society. Civilisation (social and cultural) To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations. Trade To know that trade routes from Britain expanded across the world .
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			To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society.	To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). To understand that the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.
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Updated: December 2025

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SEN Progression in History

	1 year cycle where necessary	3 year cycle of 2 repeating curriculums (1 is repeated)		3 year cycle following KS2 years 3-5
Content	<u>Reception and Nursery Links</u> - All About Me	<u>Year 1 Links :</u> -All About Me and My family -Significant Individuals (Neil Armstrong) -Toys in the past <u>Year 2 Links</u> - Black History Month -The Great Fire of London		Following year group curriculum plan: 2021-22 Year 4 2022-23 – Year 5 2023-24 Year 3 2024-25 Year 4 Year 6 if appropriate
	Stage 1	Stage 2	Stage 3	Stage 4
Outcomes	Nursery Objectives - To know about the passage of time through daily routines and contact with objects and people, using terms about time - Experience a range of stories about famous people or events where appropriate	Some Year 1/Some YR Objectives where appropriate for child: - To learn about their personal history and how they have changed over time. - To consider differences between the past and present	Most Year 1 Objectives where appropriate for child To learn about the differences between lives of people in the past and present day	Most year 3-4 Objectives where appropriate for child - Continue to learn about their own past - To experience aspects of the lives of people in the past from different places and periods of history



	• Look at pictures of themselves as very young children and now, have opportunities to handle sources • Recognise themselves and other people they know in pictures and videos of previous events. • Find out about cause and effect through repeated interactions with people and objects • Use objects of reference to identify the next activity	• To find out about themselves at an earlier age • To sequence things from their own lives • To have experience of things enjoyed by people in the past	• Have opportunities to find out about the past using sources.	• Opportunities to experience a range of historical sources and communicate views and feelings about the past • Opportunities to sequence some key events from historical stories and begin to learn about significant people and different periods. • Make distinctions between different periods and places in the past and life now • Have opportunities to answer questions about the past using a range of different sources.
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